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ABSTRACT

In the Berkeley Unified School District, funds from the Emergency School Aid Act (ESAA) were used to establish programs in communication skills, particularly writing and motivation for writing, in schools with enrollments which were more than 50 percent minority. Perhaps the most impressive achievement of the program was an unintended side-effect: the minority students received advocates through the tutorial program, resulting in better overall instructional services for the students. The tutorial program was effective in contributing to an overall improvement in writing skills of the participating students. Teachers were generally supportive of the Language Arts Motivation Specialists and the Poetry Playhouse. The negative results included the participation of two schools with less than 50 percent minority enrollment, and payment delays for personnel and counsultants. (Author/BW)

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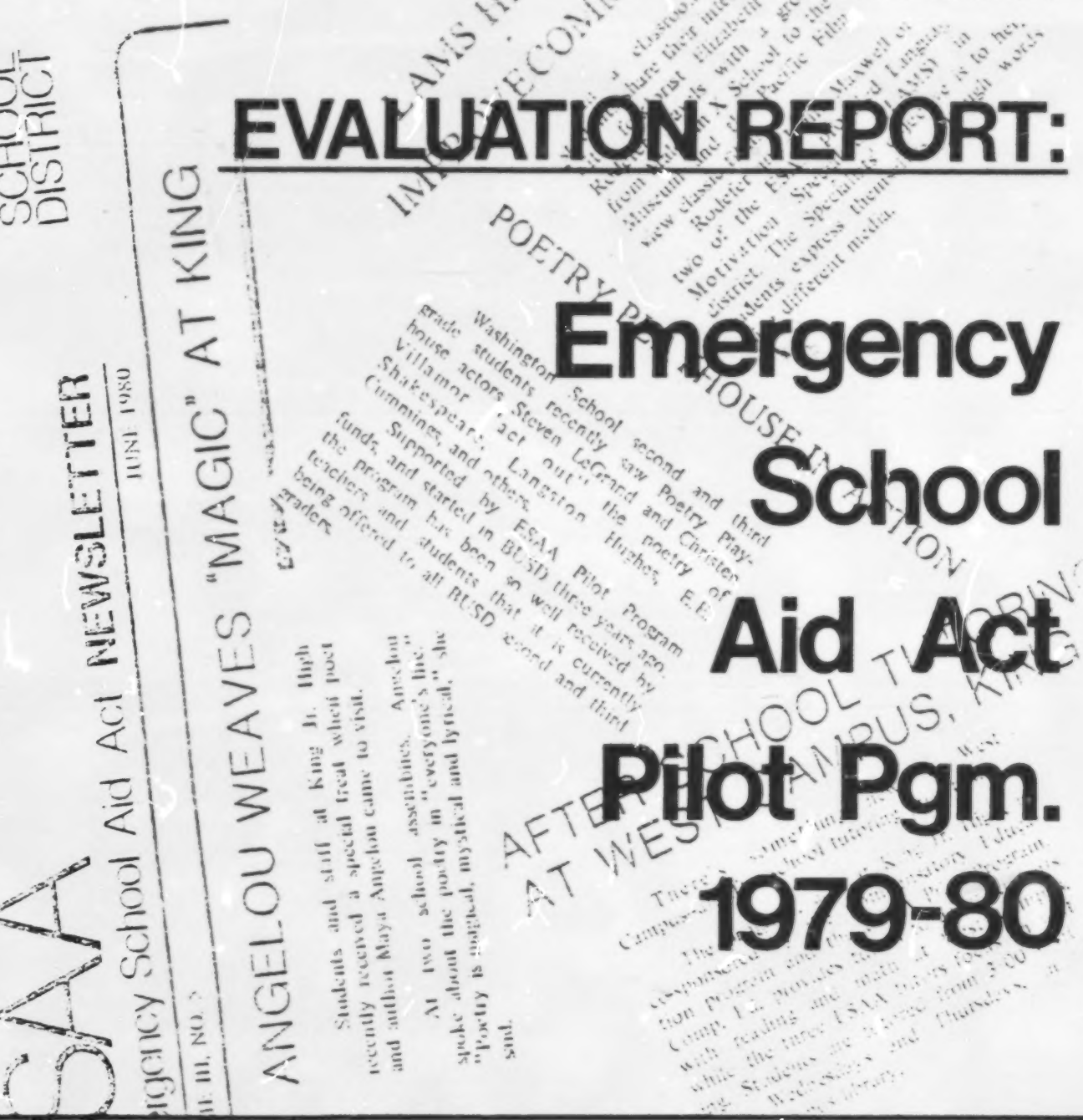
BERKELEY UNIFIED SCHOOL DISTRICT

TM 810 768

EVALUATION REPORT:

Emergency School Aid Act Pilot Pgm. 1979-80


ESAA
Emergency School Aid Act NEWSLETTER
JUNE 1980
ANGELOU WEAVES "MAGIC" AT KING
Students and staff at King Jr. High recently received a special treat when poet and author Maya Angelou came to visit.
At two school assemblies, Angelou spoke about the poetry in "everyone's life." "Poetry is magical and lyrical," she said.
POETRY
IMPROVE COMMUNICATION SKILLS
AFTER SCHOOL TUTORING
AT WEST CAMPUS, KING

testing & evaluation

ESAA PILOT - EVALUATION REPORT

EXECUTIVE SUMMARY, 1979-80

The 1979-80 school year was the second year of the ESAA-Pilot funding in Berkeley. The intent of the legislation establishing ESAA was to overcome the adverse effects of racial isolation on minority students. The legislation limited participating schools to those with enrollments which were more than 50% minority.

In Berkeley, Pilot funds were used to establish programs in communication skills, particularly writing and motivation for writing. Most of the funds went to the three junior high schools, while Longfellow, Malcolm X, John Muir, Le Conte, Emerson, and Jefferson received small portions for special activities. Two of the junior highs used their funds to establish tutorial programs for all students in skill and regular level English. The programs were coordinated by Language Arts Motivation Specialists. Berkeley Alternative used its funds to establish offerings in drama, radio broadcasting, journalism, and community service. The elementary schools used their funds for a variety of small programs in the expressive arts. In addition, ESAA-Pilot funds were used to support Poetry Playhouse dramatic presentations for all second and third grade students in the district.

FINDINGS

A. Positive:

1. Perhaps the most impressive achievement of the program was an unintended side-effect. Through the tutorial program, minority students received advocates. There is considerable evidence that student needs and achievements, when promptly brought to the attention of teachers and administrators, resulted in better overall instructional services for the students. One indication of the extent of this benefit is that more than one hundred students were recommended for movement across English "levels" at the end of the 1979-80 school year. This represents a substantial increase over past years.

2. Based on "Holistic" scoring of student essays, the tutorial program was judged effective in contributing to an overall improvement in the writing skills of skills level students. Skills level students showed greater growth than regular level students. This may have been due to the increased exposure to tutors that skills students received. Tutoring seems to be a very low-cost, non-disruptive, effective instructional supplement.

3. Teachers were generally supportive of the LAMS at all levels and of the Poetry Playhouse program.

B. Negative:

1. Two schools with enrollments of less than 50% minority were allowed to participate in the program.

2. Throughout the year, site personnel had considerable difficulty in processing papers for personnel and consultants. This often resulted in considerable payment delays.

SW:t
8/80

BERKELEY UNIFIED SCHOOL DISTRICT

Office of Testing and Evaluation

EMERGENCY SCHOOL AID ACT PILOT PROGRAM, 1979-80

FEDERAL SUPPORT: Department of Education,
Equal Educational Opportunity Program

LOCATION: Berkeley Unified School District
2134 Grove Street
Berkeley, CA 94704

SCHOOLS SERVED:

King Jr. High (7-8)	Malcolm X (4-6)
West Campus (7-9)	John Muir (K-3)
Berkeley Alternative (7-8)	
Longfellow (4-6)	Emerson (K-3)
Jefferson (K-3)	LeConte (K-3)

PROJECT STAFF:

A. Under Site Administrators:

King - (1) Professional Expert, (6) Tutors

West Campus - (1) Professional Expert, (6) Tutors

Berkeley Alternative - (1.5) Professional Expert

Longfellow - (.25) Professional Expert

Malcolm X - (.25) Professional Expert

(All schools received funds for consultants, field trips and supplies)

B. Central

1. Coordination - (.20) Monitor
2. Evaluation - (.50) Evaluator

C. Other

Subcontract to "Poetry Playhouse" for performances and instruction at all K-3 schools

TYPE OF PROGRAM: Academic Support and Motivational in Expressive Arts areas.

TEACHER TRAINING: Two series of 5 sessions at King and West Campus "Writing Across the Curriculum".

TOTAL GRANT: $196,927

Average Cost Per Pupil for Tutoring: 1. Skills Level - $60.00
2. Regular Level $26.00

Evaluator - Steve Waterman
report date - August 26, 1980

SPEECH

All you do is sit down and eat up the ice box
and go by the TV and watch them stupid basketball games.
Why don't you go out and join a team your own self
so I won't have to sit around and watch your face
all damn day. All you do is mess up
the living room when you hang out for now.

-- Lorenzo Young

ESAA PILOT PROGRAM 1979-80

Final Evaluation Report

INTRODUCTION

The 1979-80 school year was the second year of an ESAA-Pilot Program for Berkeley Unified School District. The intent of the legislation governing ESAA-Pilot was to overcome the adverse effects on minority students which resulted from racial isolation. The legislation limited participating schools to those with enrollments which were more than 50% minority.

In Berkeley, the ESAA-Pilot Project aimed at increasing student motivation and decreasing students' feelings of racial isolation through various language arts activities. Pilot activities were concentrated in the three junior high schools, while six elementary schools, Longfellow, Malcolm X, John Muir, Le Conte, Emerson, and Jefferson received modest support for special activities.

An overview of the types of activities carried out in Berkeley follows:

A. JUNIOR HIGH LEVEL

1. King and West Campus conducted similar programs with their funds. At both schools, funds were used to tutor all students in regular and skills level English classes throughout the year. In addition, minority students who were failing in advanced level classes also received tutorial help. The programs at King and West Campus were coordinated by full-time, Language Arts Motivation Specialists. The principal activity at each school was the tutoring of all students in regular and skills level English classes, and failing minority students in advanced level English classes. Tutors were recruited from the graduate, secondary English teacher education program at U.C. B. The LAMS trained, supervised, and scheduled the tutors as well as themselves tutoring for 10-14 hours per week. The tutorial program at the schools was supplemented by performances, and special sessions conducted by visiting artists (writers and poets residing in the Bay Area), field trips, and after school help in English and math.

2. Berkeley Alternative School hired one full-time and one half-time LAM. The half-time LAM taught journalism and radio broadcasting classes, and supervised the school newspaper. The full-time LAM taught two drama classes, assisted a teacher in conducting a social studies/Language Arts/Consumer Education class, and coordinated two groups of students who worked in social service agencies. The Alternative School used most of its non-LAM funds to engage an artist who designed and painted a mural on one of the walls of Willard School.

B. 4-6 LEVEL

Two of the district's intermediate schools received small portions ($8,540.00 each) of the ESAA Pilot grant. Both schools, Malcolm X and Longfellow allocated most of their funds for a part-time Language Arts Motivation Specialist (LAM). The LAM provided a series of nine poetry-writing workshops for most of the classrooms at the two sites. Other funds were used for engaging guest artists, for tutors, and for multicultural assemblies.

C. K-3 LEVEL

Four of the district's primary schools received $5,291.00 each for modest programs aimed at increasing student motivation in language arts. Two of the schools, John Muir and Jefferson, hired music, art and/or science consultants to work with heterogeneous groups of students. Le Conte and Emerson used their funds to hire tutors who worked primarily with minority students.

D. POETRY PLAYHOUSE

Upon the District's receipt of an ESAA Special Project for Community Involvement, some ESAA-Pilot funds were reallocated from the community involvement component of ESAA-Pilot and were combined with savings obtained by consolidating the three ESAA projects under one administrator. This money, amounting to approximately $15,000 was used to purchase the services of Poetry Playhouse. Poetry Playhouse provided performances and follow-up poetry lessons for all second and third grades in the district during the spring of 1980.

PROGRESS OF THE ESAA PILOT

Overall, during its second year, the project operated much more smoothly than during its first year. At all of the Junior high schools, key personnel were on board and the projects were functioning by October 1, 1979. Further, the junior high programs generally functioned within the specifications of the grant proposal. The weakest managerial element centered around the hiring and paying of personnel and consultants. Some LAMS worked for many weeks before being paid. Too often, visiting artists waited months for their pay. Program elements with the lowest implementation included proposed activities at King and West Campus which were to deal with theater and media productions. At these schools, LAMS emphasized skill instruction in Language Arts rather than the activities which directly addressed motivation.

THE JUNIOR HIGH PROGRAMS

A. DESCRIPTION FROM PROPOSAL

The proposal described three components at the junior high level. These were outlined in a September, 1979 memo from the Project Evaluator to site administrators (see appendix). Component I called for junior high students to develop theater and media productions to be presented to students from elementary Pilot schools. It also included a visiting artist strand. Component II described a tutorial program aimed at three target groups in English - low-achieving, regular level, and minority students who are having difficulty in advanced level classes. The third component aimed at staff development which was to be conducted and/or coordinated by the LAMS at each school.

The 1979-80 proposal thus moved somewhat away from that of the previous year and toward the continuation of some of the more successful elements from the previous year.

B. DESCRIPTION AS IMPLEMENTED

As implemented, the project differed somewhat from the proposed scope of work, with King and West Campus emphasizing the tutoring, visiting artists and teacher training elements, and the Alternative School emphasizing the theater production and other motivational activities. The program at King and West Campus will be described first, followed by that at Berkeley Alternative.

KING/WEST CAMPUS

At King and West Campus, the LAMS managed all ESAA activities as well as tutored students. Throughout the year, they spent much of their time in such non-instructional activities as recruiting, training, scheduling and supervising tutors; locating, hiring and coordinating the activities of visiting artists; keeping budget records; arranging for in-service; and producing books containing student writing samples. The LAMS also spent ten to fourteen hours per week tutoring students.

Tutoring at both King and West Campus, all basic skills level and regular level English classes, received the services of paid tutors for the entire school year. Tutors were recruited from the graduate level, secondary English student teaching program at U.C. Berkeley. At West Campus, the seven tutors and LAMS worked with approximately 210 regular and 190 basic skills English students. Tutors worked in each skills class three times per week, and in each regular class twice per week. King's six tutors and LAMS served approximately five hundred basic skills and regular English students.

At the junior high schools, each skills student received tutoring approximately one time each 1.5 weeks. Regular level students received tutoring approximately one time each month. During tutoring sessions, the tutors and students reviewed student weekly writing assignments (assignments for the first six weeks are included in the appendix). Teachers and tutors either met, or worked together, or the teachers reviewed the tutors' notes on student essays. Tutors and their supervising LAMS met regularly to review student needs, teacher tutor communication, and tutoring techniques.

Skills students received tutoring help on an average of 27 times over the school year. This amounted to approximately seven hours of individual, instructional attention at a cost of approximately seven dollars per instructional hour. Thus, the cost per tutored skills student amounted to approximately fifty dollars for the year. Non-skills students received tutoring an average of nine times over the year for 2.25 hours of contact time and a cost of approximately sixteen dollars per student.

Other Activities: While tutoring constituted the major activity at King and West Campus, small sums of money were spent for visiting artists, field trips, and the preparation of books containing samples of student writing.

LAMS at both schools established after-school tutorial programs for skills students. Approximately 50 students at each school participated during the spring semester.

Visiting artists were usually contracted to conduct a series of lessons based on their area of expertise. However, some artists were hired for single performances or lessons. The artists were professional writers, poets or performers. The artists included persons representing the ethnic mix in Berkeley.

Each LAM assembled books of student essays and poetry for the fall and spring semesters. These were distributed to the ESAA students, their teachers and administrators. Copies of some of the student poetry form the dividers of this report.

BERKELEY ALTERNATIVE SCHOOL

The Berkeley Alternative School emphasized the motivational aspects of the ESSA Pilot Proposal more than the basic skills aspects. To this end, one full-time and one part-time LAM were assigned to the Alternative School. The full-time LAM was a professional actor who taught formal drama classes. In addition, the LAM conducted two social service classes (students spent three hours per week volunteering in civic organizations), (s)he assisted the other LAMS with the radio/broadcasting class, and assisted in a Social studies/Language Arts/Consumer Education course. Several Dramatic presentations were developed during the year, and were produced for the younger students and parents from the Alternative School.

The half-time LAM conducted journalism and radio/broadcasting classes and produced several ½ hour segments which were aired on a local radio station. Often, the broadcasts contained material which was developed by the drama groups.

All classes for both LAMS were racially mixed. The social services classes were the most heavily minority (14 of 16 students); the journalism class during the first semester had the fewest minority students (4 of 19).

Other Activities: The Alternative School used its tutorial money to take students on field trips, for students to attend computer classes at Lawrence Hall of Science, and to hire visiting and guest artists. A large portion of its money was spent having a mural painted on one of the school walls. Matching funding for the mural was obtained from the California Artists in Residence Program.

C. STAFF DEVELOPMENT

The third component of the ESAA Pilot proposal addressed staff development. During the spring of 1980 both King and West Campus teachers participated in a series of five workshops in the area of Writing Across the Curriculum. Workshops were presented by the Bay Area Writing Project. Sessions lasted approximately two and one-half hours, from 3:15 to 5:45 p.m. on weekdays. Approximately thirty teachers from the two schools attended. Teachers from King were mostly reading and English teachers. West Campus had a somewhat more mixed group, with science, math, bilingual, history, and special education teachers attending along with reading and English teachers.

LAMS also worked with reading and English teachers on a regular, if informal basis, regarding writing assignments, preparation for Proficiency test, etc.

ELEMENTARY SCHOOL PARTICIPATION

PROGRAM AS DESCRIBED IN THE PROPOSAL

The satelite programs for elementary schools is described on page 88 of the proposal. The proposal described a program in which junior high students would perform plays and read their poems and stories for elementary students. In addition, LAMS and visiting artists were to provide special activities in language experience for all students.

PROGRAM AS OPERATIONAL

The program, as it operated, did not include the planned cooperation between the junior high and elementary students. Instead, it consisted of LAMS or consultants who worked with whole classes of students in poetry, science, or other subjects which stressed motivation. For second and third grade students, the pilot project also funded a series of eight performances by Poetry Playhouse. Each performance of dramatic poetry reading was followed by a half-hour lesson in poetry writing.

MY STORY

It was a faith so terribly true
Terrible things happen to me
It's so terrible I tell you,

I made it through many tasks
I thought that was impossible,
like helping slaves, and I got beaten like
a animal but it never hurt my
pride. It was cruel what white folks
did to us, But my name is Harriet Tubman.
The women who never gives up.

-- Darryl Davis

DON'T EAT BREAKFAST ON MONDAY

If you need a pass always ask Dale cause his circles are the biggest
and that way you can go to the nurse and then to the library on the same slip.
Leave your weed at home. Don't make smart-ass remarks unless you are ready
to fight. Don't make threats that you can't back up. Beware of making
a jack-ass of yourself. Instead, make yourself visible or invisible.

Don't have sex until you are older, even though it's on your mind all the time.
Show your angers to the teachers. Teachers' pets get A's, so act accordingly.
Don't eat breakfast on Monday, Ask the teachers if they would like <u>your</u> permission
to go to the bathroom, but don't expect them to appreciate the joke.
Don't act like a conceited idiot, act like yourself. And don't be a pigeon.

Don't eat beans before you come to school, eat eggs.
Go out the front door to catch the bus, go to school and be cool.

-- Collaboration, Ms. Sing's 8th Period Class

West Campus-ESAA
May 1980

EVALUATION

The evaluation periodically assessed the compliance of activities with the proposed scope of work, developed procedures for assessing the work of LAMS, tutors, visiting artists and Poetry Playhouse; provided technical assistance to the monitor and site coordinators; and analyzed pre/post writing samples and records of student movement to assess the impact of the tutoring component.

Although the ESAA Pilot Program has not been funded for 1980-81, many of the ESAA junior high activities will be funded through other federal grants for 1980-81. Thus, this report will contain some suggestions for the future programs.

A. JUNIOR HIGH LEVEL PROGRAM EVALUATION

The tutorial program is judged to have been successful. Three types of data were gathered to assess the effectiveness of the tutorial program: pre/post writing samples, records of student movement across tracks in English, and teacher surveys.

1. Holistic Scoring of Student Writing Samples

In October, all students participating in the program were asked to write an essay on one of two topics. Topics were alternated by classroom. In May, a sample of approximately 100 students from each school were again asked to write an essay, this time on the alternate topics. Time allotments and instructions were standardized across administrations of the tests.

a. Scoring Procedure:

"Holistic" scoring of writing samples was conducted for students who participated in both the pre and post writing assignments. Changes represent program impact for the year's semester work.

Each student's papers were coded. Then the student's name was removed. All of the papers were then shuffled together. Typical papers representing each of the six grading categories were made. The four readers then read and scored these "Anchor" papers. Scoring differences were discussed and a "rubric" was established. Basically, a rubric is an outline which specifies typical elements represented by each of the six grades. Readers refer to the anchor papers and rubrics throughout the scoring. Papers were then read in groups of 20 and scored on the back. After each 50 minutes, readers took a 10 minute break and began another session by each reading, grading, and discussing a few more typical papers. When all papers from each sample were scored one time, they were mixed and given to other readers to be scored again. If the two scores matched or were within one point, the individual scores were added. Thus a paper could achieve a grade of from 2 to 12. If there was disagreement between the graders of 2 or more points, the paper was given to a third "judge" for resolution.

b. Analysis Technique:

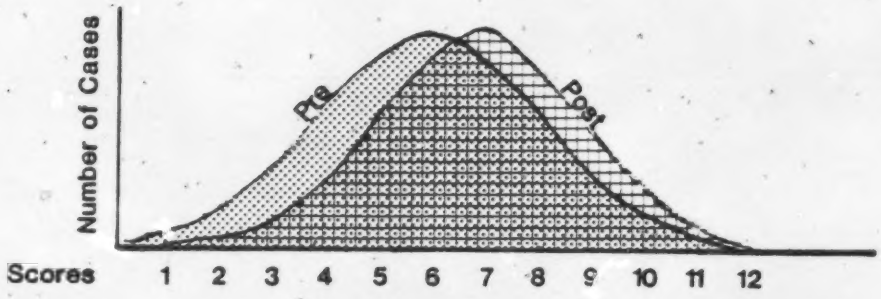
Only students who had completed both pre and post writing were included in the analysis. In each case, an analytic technique called a "paired 't' statistic" was used to compare the pre and post scores. This statistic examines the change in scores for each student. The pre/post requirement partially explains the sample sizes.

c. Results:

Scores for students were analyzed by school and by program. This yielded nine comparisons for the 189 students included in the samples. Seven of the nine comparisons yielded statistically significant gains. That is, the mean scores for most of the students increased between the pre and post samples. The average gain was nearly one point on the twelve point scoring scale. It is clear from the tables that skills students showed a much greater gain than regular level students. The scoring also indicated that regular level students wrote considerably better than skills students.

While the tables which follow contain several types of information, the key columns address the number of students in the comparison, the mean scores for pre and post samples, the standard deviations of those scores, the "t" value, and the significance level of the "t" value. In the first table, which includes all sampled students, 189 took both the pre and post tests, the mean score on the pre test was 5.9 on a scale of 12. The mean score on the post test was 6.9 on a scale of 12. This meant an average increase of nearly one point on the scale. The standard deviation is a measure of the range of scores. In this case, the standard deviation for both pre and post tests was approximately two. This means that for the pre test, approximately 2/3 of the students obtained scores of between 3.8 and 8.0. For the post test, 2/3 of the students obtained scores of between 5.0 and 8.8. It is easy to see from this comparison that while student scores varied on each of the tests, there was a general increase in the range of the scores.

Change is illustrated on the graph below.



The "t" value for this comparison was -6.26. This large value had a significance level of .000. This significance level means that an increase in test scores with this size population would occur by chance fewer than one time in one thousand comparable samples.

Charts follow.

TOTAL - BOTH SCHOOLS

GRAND TOTAL OF SAMPLE

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		5.935	2.100	.153					
	189				188	-6.26	.000*	.497	.000
POST		6.8942	1.918	.140					
CHANGE		-.9206	2.021	.147					

*statistically significant

REGULAR LEVEL

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		7.1733	2.244	.259					
	75				74	-1.67	.099*	.399	.000
POST		7.6133	1.874	.216					
CHANGE		-.4400							

*not statistically significant

SKILLS

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		5.1826	1.559	.145					
	115				114	-7.51	.000	.455	.000
POST		6.4174	1.797	.168					
CHANGE		-1.2348	1.764	.164					

TOTAL KING

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		5.9423	2.255	.221					
	104				103	-3.61	.000*	.470	.000
POST		6.7115	1.934	.190					
CHANGE		-.7692	2.173	.213					

*statistically significant

KING - REGULAR LEVEL

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		7.1957	2.455	.362					
	46				45	- .12	.903*	.419	.004
POST		7.2391	1.900	.902					
CHANGE		-.0435	2.394	.353					

*not statistically significant

KING - SKILLS LEVEL

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		4.9483	1.468	.193					
	58				57	-5.68	.000*	.439	.001
POST		6.2931	1.873	.246					
CHANGE		-1.3448	1.802	.237					

*statistically significant at .05 level

WEST CAMPUS

Matched Pairs "t"-tests - West Campus Writing Samples
Fall, 1979 to Spring, 1980

TOTAL - WEST CAMPUS

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		6.0118	1.905	.207					
	85				84	-5.62	.000*	.543	.000
POST		7.1176	1.886	.205					
CHANGE		-1.1059	1.813	.197					

*statistically significant

1 class regular 7th grade
WEST CAMPUS - 1 class regular 8th grade

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		7.1379	1.903	.353					
	29				28	-2.93	.007*	.411	.027
POST		8.2069	1.698	.315					
CHANGE		-1.069	1.963	.364					

*statistically significant

WEST CAMPUS SKILLS

	Number of Students	Mean Score	Standard Deviation	Standard Error	Degrees of Freedom	"t" Value	Sign. Level	Corr.	Sign. Level of Corr.
PRE		5.4211	1.625	.215					
	57				56	-4.89	.000*	.465	.000
POST		6.5439	1.722	.228					
CHANGE		-1.1228	1.733	.230					

*statistically significant

2. Teacher Survey-Junior High School

Of the twenty survey forms sent to teachers, thirteen were returned for a response rate of 65%. All of the respondents had received services of tutors, eight of the thirteen had also been served by visiting artists and three had participated in the ESAA-sponsored special activities.

a. Effects on Student Writing Skills:

Approximately 85% of the respondents felt that many or most of the students' writing had improved because of the ESAA help. Seventy-seven percent felt the project had provided much help; eight percent felt it had helped "somewhat". These proportions were the same as in last year's survey. Eight teachers commented on this area. Most commented on the value of one-to-one instruction afforded by the tutoring format.

b. Effects on Student Motivation to Write:

Fifty-eight percent of the teachers felt most of their students increased their motivation because of the program. Eighty-five percent felt the program had helped "very much" or "somewhat". Five teachers commented on this area.

One seems to sum up the general tenor of the comments: "This is the best support program I've had during 23 years in the Berkeley School District."

c. Other areas:

Most teachers felt their tutors were very effective. They felt that the tutors communicated well with both themselves and their students. Suggestions included the solicitation of more minority tutors and the general continuance of the program.

3. Student Movement Across Levels

One of the major side effects of the junior high LAM/tutorial program has been the individual knowledge and assessment of students. The LAMS and tutors were able to become advocates of the students who heightened teachers' awareness of the capabilities of individual students. Further, LAMS had the opportunity to follow-up on students who were recommended for movement across levels. The result of this student advocacy had been a large increase in the number of students recommended for advancement in levels. With the opening of Willard and its somewhat adjusted policy of placing fewer students in skills classes, it is impossible to accurately indicate the number of students affected by the LAM program. However, estimates from data provided by the LAMS would put the figure at the two schools at something above 20% of the skills level students.

This student movement can be considered one of the major achievements of the LAM program - in itself, making the progam worthwhile.

B. SUMMARY-K-6 RESULTS

Only two programs were consistent enough at the K-6 levels to warrant evaluation efforts. At the 4-6 level, a LAM conducted series of eight sessions writing units with most classes at Longfellow and Malcolm X. At the K-3 level, Poetry Playhouse produced its series for all second and third grade students. To assess the programs, the evaluator surveyed teachers. Summaries of the survey results are contained in the appendix. Teachers were generally very supportive of the value of both programs.

CONCLUSIONS/RECOMMENDATIONS

A. PROGRAM CONCLUSIONS:

1. The tutoring component of the ESAA Pilot Project received the most support from staff and the data analysis. It seems to be a cost-effective procedure for providing students with special attention without isolating them from the on-going instructional program. For the tutoring program to be successful, tutors must be under the supervision of a very capable staff member. During 1979-80, the LAMS at the junior high level organized their programs with efficiency and sensitivity. Indications of their success are the decision by their site administrators to retain their services during 1980-81, and the large number of students recommended for advanced levels next year.

2. Most other proposed elements of the ESAA Pilot were implemented as proposed. Elements which addressed motivation were difficult to evaluate on more than a superficial level. Teachers and administrators generally felt the motivational activities provided by the LAMS, poets, writers, mimes, Poetry Playhouse, and actors were worthwhile.

B. PROGRAM RECOMMENDATIONS:

1. In order to see students at the regular levels often enough, tutors should work in classrooms 3 times per week.

2. The after-school tutoring program seemed very successful. It should be continued if funds allow next year.

3. Site:

   a. Sometimes the "levels" in English at the junior high schools is so disperate that it is extremely difficult for a student who has "graduated" from one level to make it in the next higher level.

      . Students who jump levels should receive continued tutorial support.
      . Teachers of advanced levels should be sensitized to the needs of these incoming students.
      . Teachers might have a more realistic perspective if they were to teach all levels of students and if they met regularly as a group to discuss student needs.

SW:t
8/80

APPENDIX

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research and Evaluation

October 4, 1979

TO: Clarice Woolbright

FROM: Steve Waterman

SUBJECT: Status, ESAA PILOT, Berkeley Alternative

OVERVIEW:

Project is underway, the two LAMs are working. School personnel have demonstrated sensitivity to the project's intent, and have succeeded in focusing a reasonable proportion of effort in low-achievers and minority students.

Possible Weak Areas:

1. Visiting Artist program does not seem to be dealing directly with students.
2. Tutoring program for low-achievers has not yet been organized.
3. Journalism class taught by ESAA-LAM has only 20% minority students.

PROGRAM DESCRIPTION

Items	Description
Personnel	
1. LAM - M. Kissin full-time	1. Two drama classes, 18/48 students are minority. Weekly schedule: 1 day writing, 1 day reading, 3 days improvision. 2. Two social service classes, 14/16 students are minority. Weekly schedule: 1 monitoring meeting, each student spends 3 hours volunteering in civic organization. 3. Assist other LAM with Broadcasting class 3 afternoons a week. 4. Assists teacher with Social Studies/Lang. Arts/Consumer Ed. course 1 period p/day.
2. LAM - Sonia Williams .46 time	1. Journalism class. 4/19 students are minority. Meets afternoons, 1 period - five days per week. 2. Radio Broadcasting class 14/27 students are minority, meets afternoons, 1 period-five days per week.
3. Tutorial Program for Low-Achievers in Language Arts/Writing	Not yet initiated
4. Guest & Visiting Artist	1. Mural on school wall being done by Osha Newman with matching funds.

cc: Clarence Hampton
Ramona Maples
Doris Kanat

SW:t

TO: Junior High Level Principals and LAMS

FROM: Steve Waterman

SUBJECT: ESAA Pilot Activities

To help you better understand the program elements I will be looking at for evaluation purposes, I have outlined the major activities covered in the proposal.

Please Note:

1. The project was funded under a subsection of U.S. Law which provided money to help MINORITY STUDENTS overcome the adverse effects of racial isolation.

2. The proposal's purpose is to increase low-achieving students' academic performances in LANGUAGE ARTS ONLY through motivational and academic activities.

3. One major component of the project is STAFF DEVELOPMENT. These funds are in addition to your site allocation. There is $1000 for consultants and $3600 for teacher time in the central budget. Ask for it.

cc: Ramona Maples
Clarice Woolbright
Clarence Hampton

ESAA PILOT ACTIVITIES

(Junior High Level)

COMPONENT I - Motivational Activities

ALL project students will be exposed to

1. Theater

   LAMS will create their own theatre productions including themes for younger students.

2. Media

   a. Students will conduct radio and video projects using listening, reading, writing and interpersonal skills.
   b. Visit radio stations.
   c. Develop questionnaires.
   d. West Campus will visit Channels 9 and 2.
   e. Each student will interview family members for heritage presentation.

3. Literature

   Students will be visited by professional writers of prose and poetry. With these artists, students will work on writing projects including poems, journals, collective novels, spoofs, parodies, lists, street talk, fables, etc. This will culminate in the production of books of student work. Students will select contributions, edit and layout the copy.

COMPONENT II - Tutorial Program

Target groups in descending order of inclusion:

1. Low-achieving and unmotivated.
2. "Regular level" English students.
3. Minority students who have the potential for inclusion into the Berkeley Plan.

Tutoring will take place for three hours per classroom per week for 34 weeks. The LAM/Tutor will provide special motivational activities in writing and language skills. Tutors will be under the supervision of LAMS. LAMS will develop language arts prescriptions for target students.

COMPONENT III - Staff Development (was cut somewhat in budget revisions) $1000 - consultants
$3600 - teacher time

a. LAM activities will include demonstration class activities and staff development.
b. Pilot program at each school will begin with a preservice component for English teachers and media specialists at each site.
c. A series of inservice workshops will be held throughout the year. Approved topics include:

1. Use of theater as a motivational tool.
2. Use of radio and video in the classroom.
3. Special writing techniques.
4. Career preparation and exploration.
5. Integration of ESAA pilot project with already existing programs.
6. Other topics as recommended by project staff.

COMPONENT IV - Community Participation

This component has been subsumed under the ESAA Special Projects Program. It will be centrally administered through the Planning Office.

28/3

Writing Assignments from Skills English classes during the first six weeks:

JOURNALS: 2 points per page
often not marked for correctness
used to increase fluency
may be used as a resource to teach a particular skill: a student can practice putting in periods and capitals on a page of her own writing.

SEPARATE COMPOSITION ASSIGNMENTS:

marked for structure and development
marked for capitalization, punctuation, spelling, sentence structure, verb forms

--DESCRIBE an object (provided by the teacher).
List or bubble qualities on board before students write.
--DESCRIBE a family member.
Remember, this is a description. Do not get too absorbed in narration.
--EXPLAIN how you get to school.
This is a time ordered paragraph. Keep the topic narrowed.
--ORGANIZE a paragraph (on a topic of your own choice) in the following way: topic sentence
supporting details
conclusion that relates to topic
Type and ditto up best examples from class that follow the structural pattern. Keep spelling and grammatical errors intact. Have class analyze structure. Praise structure and discuss questions of proofreading. Try replacing <u>ands</u> with commas where possible.
--Write an imaginative biography of a classmate.
--Extract several statements about values found in classroom reading assignments. Have students use one statement as their topic sentence and develop a DESCRIPTION, an EXPLANATION, or an ARGUMENT of their own which relates to the topic.
--Write a NARRATIVE about a cartoon (provided by teacher) and be sure to include what happend BEFORE and what happened AFTER the moment shown in the cartoon.
--Punctuate a given passage of DIALOGUE with quotation marks, periods, question marks, and commas. Then create a dialogue of your own. Transcribe a dialogue that occurs in the classroom.
--Write a PERSUASIVE essay that would convince other students to vote for you.
--EXPLAIN how to do something: scramble an egg, for instance. Use some creativity in your explanation.
--DESCRIBE a character in a story.

--Take a good look at the pictures, choose one, and then tell the story of the person you see. See if you can make the person come to life for the reader. What does he do? What does he think? What is the person like? One way to get started would be to pretend you are the person in the picture.

--COMPARISON paragraph:

Topic:	Details:	
I know two people who are much alike.	1. 2. 3. 4.	Begin with a worksheet form. Follow up with a paragraph. HAVE STUDENTS REVISE WITH TUTOR.

--Work on one value or technique each week, such as determination or sequence. Plan journal topics around this idea and focus on it for the week's expository assignment. For instance, sequence week would include an expository assignment asking for "travel routines from the time you shut your front or back door until you arrive at West Campus."

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Project Development, Planning/Research and Evaluation

EVALUATION: ESAA PILOT WRITING PROGRAM
LONGFELLOW SCHOOL

In February, 1979 questionnaires were mailed to the twenty-three Longfellow teachers who participated in the Language Arts Motivation Program funded by ESAA Pilot.

The program was conducted by a writer who presented a series of nine, 30 minute lessons to each participating class. Programs varied, but always included an element which was intended to motivate students to write, a segment devoted to the student witing, and a segment devoted to oral interpretation of poetry. Some sessions were devoted to technical aspects of poetry; others were focused through a famous poet, e.g., Robert Frost or Langston Hughes; and still others were focused through a theme.

Of the twenty-three Longfellow teachers, twelve, or 52%, responded to the survey. Most of these (83%) indicated strong support for the LAM program. Sixty-seven percent felt that more than three-fourths of their students liked the sessions with the LAM. Eighty-three percent felt that most or some of their students had improved in the quality of their writing through their involvement in the program, and 78 percent felt their students were increasing their participation in writing due to their involvement in the program.

Teacher comments were generally favorable and included such remarks as "He is very skillful at bringing out 'feelings' in writing", "We found him and his work most refreshing and enjoyable, especially Ann Frank's Diary", and "It certainly was a good way to get the class interested".

SW:t
3/80

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Project Development, Planning/Research and Evaluation

ESAA PILOT PROGRAM 1979-80

Teacher Questionnaire Longfellow (XX) Malcolm X ( )

LANGUAGE ARTS MOTIVATION PROGRAM

Dear

I would like your help in assessing the value of the language arts motivation program at your school. It was carried out by Stephen Rodefer, a consultant.

Please complete this form and return it in the attached envelope. Your comments will help in planning next year's program.

Steve Materman
ESAA Evaluation

---

1. How would you rate the level of participation of your students in writing prior to Mr. Rodefer's sessions?

36% a. My class, as a whole, showed a very high participation in writing.
36% b. My class, as a whole, showed a moderate amount of participation in writing.
18% c. My class, as a whole, showed a low amount of participation in writing.
9% d. My students were so varied in their participation that I cannot make a judgement about the class as a whole.

2. How would you rate the level of participation of your students in writing subsequent to Mr. Rodefer's sessions?

45% a. My class, as a whole, has shown a very high participation in writing.
36% b. My class, as a whole, has shown a moderate amount of participation in writing.
18% c. My class, as a whole, has shown a low amount of participation in writing.
____ d. My students have been so varied in their participation that I cannot make a judgement about the class as a whole.

3. If you have seen a change in your students' level of participation, do you think Mr. Rodefer's sessions contributed to it?

Yes 78% No 22% Comments: See attached

4. Do you think your students have improved in the quality of their writing through their involvement in the ESAA Language Arts activities?

36% a. Most have improved.
45% b. Some have improved.
18% c. Few have improved.
____ d. I cannot determine whether student writing was affected by the ESAA Language Arts program.

5. What proportion of your students seemed to like the sessions with Mr. Rodefer?

67% a. 76-100%
17% b. 51-75%
17% c. 26-50%
____ d. 0-25%

6. If you had your choice, would you have Mr. Rodefer conduct another series of sessions with your students?

Yes 83% No 17% Comments: See attached

7. Other comments or suggestions:

See attached

SW:t
2/80

ATTACHMENT: ESAA PILOT PROGRAM, Language Arts Motivation Program
Questionnaire Summary 2/80

Question #3

a) No change.
b) No significant change in class as a whole - 2 individuals may have been inspired.
c) Somewhat
d) He is very skillful at bringing out "feelings" in writing.
e) They participated both in listening and writing activities.
f) To have someone enthusiastic about words, writing especially poetry, usually moves the students to a higher level of
g) participation.
g) He could have stayed longer.

Question #6

a) He comes prepared to challenge and encourage children.
b) We found him and his work most refreshing and enjoyable, especially Ann Frank's Diary.
c) I requested another session-we couldn't arrange it.

Question #7: Other comments or suggestions

a) Mr. Roderfer exposed the class to poetry by using various techniques!
b) Mr. Rodefer takes time to bring out the emotional aspects of writing before he gets them to write. I mainly deal with mechanics, and it helps a great deal to have an "outsider" who relates to the class well, carry them into the imaginative, metaphysical world.
c) Steve is an inspired, skilled teacher.
d) It is good when the person shares his plans and materials with the classroom teacher a day or so prior to his presentation. Mr. Rodefer did this. It was highly beneficial and necessary, to determine and match maturity level of students (4th grade) and materials to be used. This was also shared and discussed with the principal.
e) Arrange for volunteers, parents or Cal students, to type the student work. This would free Steve to organize materials. The time is so short. I would have someone else assist with the clerical.
f) He is a good person to be around kids and give a wonderful image for them to emulate.
g. I think I'd like to have him again.

BERKELEY UNIFIED SCHOOL DISTRICT
Office of Research and Evaluation

May 12, 198

ESAA Language Arts Motivation Program, Teacher Questionnaire

Dear Teacher,

The principle goals of the ESAA Pilot Program this year were to increase the writing skills and school motivation of low-achieving students. The ESAA Program primarily used tutors and visiting artists, coordinated by Language Arts Motivation Specialists (LAMS) to reach these goals. Your comments about the program's effectiveness will help your LAM to improve her services next year.

Thanks for your help. Please return this form in the enclosed envelope as soon as possible.

13/20 = 65% Response Rate

Steve Waterman
ESAA Evaluation

---

1. In what way(s) have your students participated in the ESAA Pilot Program this year? (Check as many as apply.)

   50% a. They have received regular tutoring help.

   36% b. They have been taught by a visiting artist. (Artist's name _____)

   14% c. They have participated in special activities, eg. Field Trips, etc.

2. Please comment on the benefits of the ESAA Pilot Program regarding your students' WRITING SKILLS. (Please check one from each column.)

Number of students benefited	Extent of project effects
77% Most of the students	62% Has helped very much
8% Many of the students	31% Has helped somewhat
14% Some of the students	8% Has made no measurable impact

Comments: See Attached

3. Please describe the way(s) the tutor worked with students in your classroom. (eg. Did the tutor work in the classroom or pull students out? How often did the tutor work with any given student? How did you and your tutor communicate about the progress or problems of individual students?)

PLEASE TURN OVER

Comments regarding writing skill improvement:

1. Since the tutor helped in a skills class, evaluation is difficult at this point. I'll know more when they take the proficiency tests next fall.

2. Students have shown much progress since September. They have had much individual attention and follow-up conferences with writing skills.

3. I have been most encouraged by the progress of about 75% of my period 1 remedial class. I believe they can do well in regular English next year.

4. Eleven students improved immensely, 13 benefited some, 9 benefited little or none--due to poor attendance.

5. Careful individual tutoring invariably helps.

6. I could not possibly give individual writing help to all my students! This is the only special instruction they receive and without it they would suffer greatly.

7. I gave the tutor a list of students who are failing. He works with one of them.

8. Extra boost to the program.

Ways in which tutors worked with students:

1. In the classroom, sometimes with small groups, sometimes with individuals.

2. Student corrected essays then had a conference with each student. I think it was very valuable.

3. He sits with the student to do the current assignment.

4. Both in-class and pull-out--once or twice a week.

5. The tutor pulled students out; she probably worked at least two times with each student.

6. Worked with individual students on preparing assignments and with follow-up after assignments were corrected.

7. Students were pulled from the class and worked on improving writing skills while working with the tutor.

8. The tutor worked in an area in the back of the room, out of view from the remainder of the class--for as long as she felt necessary to complete an assignment, or for the student to accomplish the particular skill she felt the student needed. She also helped with other class assignments working with the entire class or in small groups. The average number of conferences per week was 7-10.

9. Tutors took students from the room for individual work on writing skills. Length of conference with students varied from 10 minutes to 30 minutes. Tutors worked 3 days a week. Most students were with tutors at least once a week.

10. Tutors were available one/two days per week to work with individual students on a one-to-one basis. Generally, they worked with the same small group of extremely low-achieving students.

11. The tutor worked with students in the classroom. The student was diagnosed and taught the skill by the teacher and follow-up skills activities were done in small groups and individually by the tutor. The tutor also held individual conferences with students concerning writings (compositions).

12. The tutor worked in the class and took the student out. The tutor was in my class three times a week.

Communication between the tutor and the teacher:

1. Time was spent after class to discuss problems.

2. I assigned essays which the tutor corrected.

3. We talked.

4. We did not communicate enough--some, but I would like to see greater communication between teachers and students next year.

5. The tutor came three times a week to pull students and we conferred at that time.

6. The tutor and I communicated at lunch sometimes and we had conferences whenever it was necessary.

7. The student was diagnosed and taught the skill by the teacher and follow-up skills activities were done in small groups and individually by the tutor.

8. We talked about students after class period and had a few conferences.

Impact on student motivation to write:

1. In one instance, an ESAA tutor reached a student I could not and the student went from 'F' to a 'B'. She would have failed English for the year without ESAA.

2. Total number of students - 33; 11 students showed a lot of gain, 13 students showed some gain and 9 little or no gain (attendance problem).

3. This is the best support program I've had during 23 years in the Berkeley School District.

4. The teacher and the tutor were able to work individually with students when they were not motivated to write.

5. Motivation is by far the most difficult part of the work with skills students.

Specific Comments on the tutor's effectiveness:

1. Great

2. Good

3. Super! I have been fortunate in having outstanding tutors.

4. It is difficult to measure improvement in writing but I feel strongly that individual instruction by specialists is critical.

5. I had two tutors. The one in the afternoon lacked motivation and the strength to encourage weaker students to try.

6. She was very effective and helpful to me as well as to the students.

7. Both were very effective.

8. The tutors should be available every day. Lack of follow-up is a drawback.

9. The tutor was very effective.

10. She did well with students. They looked forward to working with her.

Strengths and/or weaknesses of the writing conference structure:

1. Pull-out makes it hard for students to keep up.

2. More teacher conferences are needed.

3. Has greatly helped students improve their skills and moderately helped student motivation. The weaknesses are that students waste valuable time coming to and from the tutor and time is lost from class.

4. Strengths, individualized help.

5. The tutors should be available every day. Lack of follow-up is a drawback.

6. Student conferences were a real strength.

7. The writing conference structure gives the individual attention that is needed.

Suggestions:

1. Just keep up the program.

2. Hire or solicit volunteers who are qualified and members of racial minorities. The students need models, not an occasional Black artist who appears and has already surpassed anything the students can hope for.

3. Please don't take ESAA away! The students loved the guest speakers and programs, and I couldn't teach writing without tutors.

Berkeley Unified School District
Office of Project Development, Planning, Research & Evaluation

ESAA - PROJECT POETRY PLAYHOUSE PROGRAM

TEACHER QUESTIONNAIRE

A. The Poetry Playhouse Program had six major objectives for students this year. Please rate the extent you feel the program reached each objective for your class as a whole.

32 RESPONSES	Very effective/ Program met its Objectives 1	Somewhat effective/ partially met 2	Not met at all 3	Impossible to determine 4
1. By watching the actors "get mad" at each other, youngsters will learn that feelings of anger and aggression are not peculiar to one culture, but rather are common to all people. N=29	31.0%	44.8%		24.1%
2. By seeing the actors acting frightened or sad, youngsters will learn that their feelings of loneliness and fear are not unique, that no one escapes such feelings. N=31	45.2%	38.7%		16.1%
3. By participating in performances of poetry, and sharing their own writing, students will feel that poetry and reading in general can be a source of pleasure and enjoyment. N=31	93.5%	6.5%		
4. The performances and follow-up lessons will convey the range of meaning inherent in words. N=26	42.3%	46.2%		11.5%
5. The program will help children learn to read by introducing them to a literary form which often is simple to grasp because of its brevity and rhyming. N=30	60.0%	36.7%	3.3%	
6. Students will increase their capacity to express themselves through writing and reading their own poems. N=31	83.9%	12.9%	3.2%	

7 B. Overall, how satisfied have you been with Poetry Playhouse Performances?

N=31

74.2% 1. very satisfied

25.8% 2. moderately satisfied

___ 3. not very satisfied

___ 4. not at all satisfied

Comments: _____

_____

_____

8 C. Which poet worked with your class?

N=31

48.4% 1. Adam

51.6% 2. Bob

9 D. Overall, how satisfied have you been with the instruction provided by the poet who worked with your students?

N=31

71.0% 1. very satisfied

22.6% 2. moderately satisfied

3.2% 3. not very satisfied

3.2% 4. not at all satisfied

Comments: _____

_____

_____

Other comments: _____

_____

_____

_____

_____

_____